

Arts Education Community Consortia Grant

Example of Exemplary Application

The following application to the 2000-2001 Arts Education Community Consortia Grants is provided to assist potential applicants in understanding the sort of project the panel rated as exemplary. Please use this application also as an example of:

- the amount of pre-planning necessary before writing the proposal,
- the level of detail and organization expected in the application,
- an excellent and broad consortium membership, and
- a finely laid out budget with strong matches and community support.

If you would like to see copies of other proposals, if you have questions about the eligibility of your program/project, or if you would like the assistance of the Arts In Education Program manager, please contact Linda Bellon-Fisher at LindaB@arts.wa.gov or 360-586-2418.

WASHINGTON STATE ARTS COMMISSION

Arts In Education Program

Name the consortium member who initiated the plan Cultural Council of Greater Tacoma

Does your plan have the full consent of the school district? Yes

**Name your consortium participants; indicate the city in which each participant is located and their phone number.
School/s or District/s:**

Elk Plain Elementary, Bethel School District, Spanaway, 253-847-7667
Pioneer Valley Elementary, Bethel School District, Spanaway, 253-538-3500
Grant Elementary, Tacoma School District, Tacoma, 253-571-1402
Edison Elementary, Tacoma, School District, Tacoma, 253-571-1848
Jason Lee Middle School, Tacoma School District, Tacoma, 253-571-1395
Woodland Elementary, Puyallup School District, Puyallup, 253-841-8747

Arts Education Consultant: Susy Watts, Assessment & Curriculum; Dorothy McCuistion, Project Director

Local Arts Agency: Cultural Council of Greater Tacoma

Artists:

Meredith Essex, lead visual artist, Port Orchard, 360-876-3274*
D. J. Hamilton, lead theater artist, Seattle, 206-324-1062*
*Meredith is formerly rostered and D. J. is currently rostered with WSAC AIR Program

Arts Organizations:

Peg Tysver, Tacoma Art Museum, Tacoma, 253-272-4258
Luke Smiraldo, Broadway Center for the Performing Arts, 253-591-5890

Parent Group/s:

PTA/parent groups of participating schools

Businesses:

Russell Family Foundation
Columbia Bank

Other:

We are in the process of determining our artist team for 2000-2001. The following artists are interested and are being considered:

Becky Frehse, Visual Artist, Tacoma; Romson Bustillo, Visual Artist, Seattle; Roget Fernandez, Visual Artist, Seattle; Eric Johnson, Dance, Seattle; Angie Bolton, Dance, Seattle; D.J. and Meredith are committed to the second year of PCAEP. The complete artists team will consist of five or six artists. Affiliate artists Peg Tysver (TAM) and Like Smiraldo (BCPA) are key partner representatives. Their skills as both artists and teachers complement the artist team.

**Washington State Arts Commission – Arts In Education Program
Arts Education Community Consortia Pilot Project
Proposal Narrative**

The Need

For many years, Pierce County arts organizations have provided high quality cultural enrichment programs for students in area schools. Understanding the need for teacher training, several of these organizations have also offered workshops for teachers.

In 1997, the Cultural Council of Greater Tacoma conducted a survey of Pierce County teachers. More than two thirds of the responding teachers rated the arts as essential or very important, and 65% said there was not enough emphasis on arts education in their districts. While 71% of the respondents knew about the upcoming Essential Academic Learnings Requirements in the arts (EALRs), only 21% said they have the skills to teach the arts in their classroom.

In response to these findings, in March of 1998, the Cultural Council convened a task force to determine the feasibility of creating an institute where teachers could learn arts skills and how to integrate the arts into other curriculum areas. The task force looked at models in other communities. Nationally as well as locally there appeared to be a shift from an enrichment, exposure approach to an approach with strategic planning of arts curriculum integrated with other curriculum areas.

Our research indicated that the most successful programs featured not an independent institute, but rather teacher training as part of ongoing partnerships between cultural institutions and schools. From these models a list of best practices was compiled and is integrated into the program described in the outline. The commitment of both cultural organizations and the schools to change and adopt new ways of working through co-planning and cross training is central.

The Outline

The Pierce County Arts Education Partnership (PCAEP) is a two-year pilot program designed to develop teachers' capacity to create and deliver integrated arts lessons to their students. The primary goal is to strengthen the participating teachers' ability to teach visual and performing art disciplines and to integrate the use of the arts and cultural resources into education practice across the curriculum. The program includes a summer institute, follow-up workshops and artists/teacher mentorships. The same teachers participate for two years to develop strong competence and confidence in arts teaching.

Currently in the middle of the first year, PCAEP is serving forty-eight teachers drawn from seven partner schools in three Pierce County school districts. The Broadway Center for the Performing Arts (BCPA) and the Tacoma Art Museum (TAM) are pivotal partners and the program's emphasis on visual arts, theater arts and dance. Both of these arts organizations have experienced artists/educators on staff assigned to direct their respective education programs.

As Pierce County covers a large geographic area with a diverse population, rural, urban and suburban schools are included. Three elementary schools have experience in arts integration, while other schools are enthusiastic but lacking in a strong arts program. From each selected elementary school, one-third of the teachers participate in PCAEP. Jason Lee Middle School, located in central Tacoma, has recently been designated a school of the arts and has received federal magnet funds for building the arts and other curriculum areas. For this reason, Jason Lee has a comparatively larger number of teachers (14 sixth grade teachers) involved and contributes substantially more funds to the program.

Six artists are included in the program. During the summer institute there is one lead artist in visual art, theater and dance. The lead artists are experienced teacher trainers with considerable artists-in-residence experience. The lead artists from 1999-2000 will continue in PCAEP's second year and new artists will be hired to complement their work. It is also our intention to designate a lead dance artist and strengthen the dance component for 2000-2001. In addition, the artist/educators on staff at the BCPA and TAM will work as integral members of the artist teams.

All of the principals, arts supervisors and administrators from the schools and arts agencies involved have been contacted and have expressed their enthusiastic support for continued participation in the second year. The listed artists have been contacted as to their availability and willingness to work collaboratively on this project. Arts curriculum specialists from Tacoma, Puyallup and Bethel School Districts, the project director, assessment consultant, and artists/administrators affiliated with the BCPA and TAM will continue to work with the program in 2000-2001.

Several criteria are required of the core partners:

All partners

- agree on the mission and goals,
- make a commitment to co-planning with the schools during the year, and
- commit to the two-year pilot project.

The arts organizations

- identify the experience they can offer,
- participate in fund raising,
- make their facilities available, and
- designate one key contact to the project.

The schools

- have principal buy-in including attendance at the summer institute,
- have a participation goal of one third of classroom teachers per school,
- provide financial support, and
- commit to the assessment of student learning in the arts.

The artists

- agree to a team format that includes co-planning with teachers,
- a strong emphasis on assessments in planning and teaching, and
- commitment to one full year's involvement that includes the summer institute, workshops and artist/teacher mentorships.

Following is a brief outline of the Pierce County Arts Education Partnership for 2000-2001:

I. Planning

- A. Spring 2000 planning sessions with arts and school partners which will include co-planning of summer institute curricular units that integrate the arts into other subject areas.
- B. Continued co-planning throughout the 2000-2001 school year.

II. Teacher Training

- A. Summer 2000 teacher training institute, free to teachers, offering hands-on arts experiences and opportunities to apply skills to the curriculum.
- B. Three interim teacher-training workshops during the 2000-2001 school year.

III. Classroom and Field Trip Activities

- A. In-class instruction by artists and artist/educators affiliated with cultural institutions and mentoring arts teaching skills to teachers in co-teaching situations.
- B. Student visits to the museum or theater or assembly performances in the schools when applicable.

IV. Assessment

- A. Align with State Essential Academic Learning Requirements.
- B. Develop and implement assessment tools at three levels:
 - 1. Teacher learning at the summer institute.
 - 2. Follow through and implementation of arts education at the schools.
 - 3. Student learning.

Another goal of the project is to train non-WSAC-rostered Pierce County artists as artist/teachers. Outreach to Pierce County artists interested in developing their skills as artists in the schools and/or teacher trainers is one component of PCAEP. During the first year, five artists audited the summer institute and several continue to take advantage of this opportunity to learn from master teaching artists by observing mentorships and participating in workshops. The artist/educators employed by the BCPA and TAM will also increase their knowledge of the EALRs, assessments and other needs specific to the public school classroom.

In addition we are sharing the success of the program with other arts agencies, schools and districts. The first issue of a newsletter will be mailed in January, 2000.

Plans for the second year of this program include a second summer teacher training institute and mentoring of teachers through the school year by the artists. Some changes include the teaching of fewer concepts during the institute and an emphasis on curriculum integration. As the 1999-2000 mentorships are just now getting underway, mentorship format may change as well. Meetings with the artists and teachers in late winter, assessing student work and tabulating teacher and artist evaluations will be considered in this process.

The Client Benefit

Both students and teachers will be beneficiaries of PCAEP. The teachers will benefit directly from training by professional artist/teachers that will allow them to prepare students to meet the EALRs in the arts. They will also gain tools and strategies for assessing student learning in the arts. These combined skills will be of direct benefit to the approximately 1250 students reached by this project in 2000-2001. The teacher's own lives will be enriched as they gain confidence as creators of art and knowledge of the many community resources available to them.

Students will:

- Acquire basic art skills in theater and visual art,
- Produce artistic products that communicate ideas and feelings,
- Learn creative problem solving,
- Learn to apply aesthetic judgments,
- Have their art learning assessed, and
- Begin to integrate the arts into other aspects of their lives.

The Uniqueness

Several components make PCAEP unique from other arts education projects implemented in recent years in Pierce County. While it is recognized that there is a national trend to train teachers in the arts, in Pierce County the development of this program is unique in that it combines all of the following components.

The **assessment** component consisting of an independent assessment of the program itself, which includes the assessment of both teacher and student learning. The later has been developed with the assistance of Susy Watts, a leading consultant in this area. For the arts to be accepted as legitimate academic pursuits they must be assessed with the same rigor as other curriculum areas. For this reason, the development of assessment tools is a significant part of PSAEP. The program also received a special assistance grant to survey the perceptions of key district decision-makers early in the program and again after they have learned more about PCAEP and its achievements.

Co-planning by the artists and arts organizations with the schools is a guiding principle of this project. This is different from the usual model of the arts organizations delivering a product that the schools may or may not need or use. Considerable time is devoted to advance planning as the artists, arts organizations and schools learn to work as a team. Ongoing review and evaluation will allow for adjustments to be made in the program as it progresses.

By including partners from several school districts, it is anticipated **cross-district fertilization** will take place. These districts, generally working in isolation from one another, will benefit from the team approach utilized to design the program and through sharing past successes and failures in arts education programs.

Finally, PCAEP is built on a **history** of Pierce County arts organizations and schools **working together as partners** to provide quality arts programs and instruction. The BCPA with the Tacoma and Bethel School Districts are participating in the Kennedy Center Partnership, which provides teacher workshops in conjunction with performances at the Center. Lessons learning from this and other collaborations have been applied to PCAEP.

WSAC Budget 2000-2001

Washington State Arts Commission Arts in Education Program Community Consortia Pilot Project

CASH EXPENSES	Expense:	Supported By:
Artist Fees: (please see partners list for artists employed)		(see key below)
Spring/summer planning meetings: 86 hours @ \$37.50/hr	3,225	CA, JLMS, PES
Lesson Plan Writing: 48 hours (6 artists x 8 hours) at \$37.50/hr	1,800	CA, JLMS, PES
Summer Institute: 336 hours at \$37.50/hr	12,600	CA, JLMS, PES
Classroom Mentorships: 480 hours (48 teachers x 10 hrs) @ \$37.50/hr	18,000	CA, JLMS, PES
Teacher Workshops: 60 hours (10 wkshps x 6) @ \$37.50/hr	2,250	RFF
Other Summer Institute Expenses		
Food: 36 participants for 10 days at \$8/day	2,880	RFF
Parking	200	RFF
Supplies for teacher training	2,045	JLMS, PES
Administration		
Project Director (450 hours @ \$40/hr)	18,000	CA, RFF
Administrative Assistant (200 hrs @ \$20/hr)	4,000	RFF
Office expenses: phone, fax, photocopying, postage, supplies	1,500	CB
Printing (institute notebooks, lesson plan, newsletter, etc.)	2,500	CB
Assessment & Evaluation		
Curriculum & Assessment Director (300 hrs @ \$50/hr)	15,000	CA, RFF
Survey of Decision Makers	8,000	GC
Video and Photo Documentation	3,500	RFF
Other Expenses		
Performance admission fees (48 classes x 25 students x \$5)	6,000	RFF
Museum admission fees (48 classes x 25 students x \$3)	3,600	RFF
Transportation: artists & consultants (15,000 miles x .32)	4,800	CA, RFF
TOTAL EXPENSES	\$109,900	
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INCOME & FUNDER KEY		
Washington State Arts Commission Consortia Award (CA)	\$35,000	
Russell Family Foundation (RFF)	50,000	
Columbia Bank (CB)	3,500	
Grantmaker Consultants (GC)	8,000	
Participating Elementary Schools (34 teachers x \$100/ teacher) (PES)	3,400	
Jason Less Middle School Magnet Grant (JLMS)	10,000	
TOTAL COMMUNITY CONSORTIA CASH MATCH:	\$109,900	
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INKIND EXPENSES & CONTRIBUTIONS		
School District and/or Individual School Building Funds		
Administration	14,000	
Substitute Teachers for planning & wkshp release time (48 x \$50)	2,400	
Classroom Art Supplies	9,600	
Tacoma Art Museum (TAM)		
Administration & facility use	8,000	
Art Supplies	1,000	
Free Museum passes for families of students in program	3,000	
Broadway Center for the Performing Arts (BCPA)		
Administration & facility use	8,000	
Discounted tickets to family shows for families of students in program	4,550	
TOTAL IN KIND:	\$50,550	
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Arts Education Community Consortia Request	\$35,000	
Community Consortia Cash Match	\$74,900	
Community Consortia In-kind Matches	\$50,550	

